



## ARCHDIOCESE OF LIVERPOOL

### INSPECTION REPORT

### ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

### WRIGHTINGTON

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Inspection Date: 26 February 2013

Inspectors Rev D Melly Mr M Halford

Unique Reference Number 8883834

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

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Type of School Catholic Primary

Age range of pupils 4-11

Number on roll 111

Chair of Governors Mr P Phillips

Headteacher Mrs J Keating

School address Mossy Lea Road  
Wrightington  
Wigan  
WN6 9RE

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Date of last inspection 15 March 2011

# Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

## Information about this school

- St Joseph's school is a smaller than average sized Catholic Primary School situated in Wrightington and mainly serving the parish of St Joseph..
- There are 111 children on roll of whom 105 are baptised Catholic, 6 come from other Christian denominations, and there are no children from other faiths or religious traditions.
- There are 6 teachers of whom 5 teach Religious Education and 2 have a suitable qualification in Religious Education. All teachers are baptised Catholic.
- Since the last inspection a new Religious Education co-ordinator has been appointed.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Further copies of this report are obtainable from the school.

## **Overall effectiveness:**

St Joseph's is an outstanding school in providing Catholic Education.

## **Inspection Judgements**

**The extent to which the pupils contribute to and benefit from the Catholic life of the school.**

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it.
- Pupils have an outstanding sense of belonging to the school community and value, respect and care for others.
- Pupils are encouraged to take on roles of responsibility in the school and wider community: being enthusiastic members of the school council, being on the school care team and by planning and leading Collective Worship.
- Pupils are actively involved in developing the Catholic character of the school by their care for one another and those beyond the school community as they live out the Mission Statement.
- Pupils benefit from participation in away days and retreat activities in PGL. They are going to Lowe House later in the year for a day with the Animate Youth Ministry Team.
- Pupils have a very good sense of right and wrong and apply this in their personal relationships. They take an increasing responsibility for themselves and their actions.
- Education for pastoral care and personal relationships has fostered very positive attitudes in pupils.
- They praise and acknowledge the contributions of others. They show a readiness to embrace and celebrate their lived experiences.
- Pupils embrace opportunities to meet their potential in all aspects of school life. The council uses PowerPoints to share ideas in assembly with the whole school.
- Pupils are involved in service to the local faith and religious communities by taking part in Masses and services to which all parishioners are welcomed, by taking part in the Tunley Reform Church 'Flower Festival', by raising money for the Nugent Care Society and celebrating the Good Shepherd Mass in Leyland, by fund raising for 'Children in Need', Barnados, the NSPCC and by supporting CAFOD and Mission Together. They show respect and understanding of other faiths and religions.

### **How well pupils achieve and enjoy their learning in Religious Education**

- Pupils' achievement and enjoyment in Religious Education is outstanding .
- Their attainment in Religious Education is outstanding .
- They make outstanding progress in relation to their starting points and capabilities.
- On entry to school many children are in line with or above that expected of children of their age.
- There is no difference in performance between pupils of different gender.
- Analysis of assessments undertaken provides evidence of pupils generally attaining or exceeding the level appropriate for their age and stage of development in each key stage.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.

- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is outstanding as shown by their interest, enthusiasm and behaviour.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

### **How well pupils respond to and participate in Collective Worship**

- Pupils' response to and participation in Collective Worship is outstanding
- They show great interest, respond extremely well and actively participate in Collective Worship.
- They act with reverence and are keen to participate in a variety of gatherings
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- They sing, reflect in silence and join in community prayers appropriately and with confidence.
- They are becoming increasingly more confident preparing and leading worship.

### **The quality of teaching and how purposeful learning is in Religious Education**

- The quality of teaching and purposeful learning in Religious Education is good with some outstanding features.
- It is consistently effective in ensuring that pupils are interested and engaged and make outstanding progress.
- Most of the teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teaching encourages pupils' enjoyment of and enthusiasm for Religious Education.
- Teachers take into account pupils' prior learning and ensure differentiated tasks when planning so that the work consolidates, builds on and extends their knowledge and understanding.
- Teachers provide opportunities for pupils to work independently and collaboratively. Excellent use is made of time and resources to maximise learning. These included other adults, Information and Communication Technology, cameras to record differentiated activities, pictures, music and colourful and attractive work sheets..
- Pupils would benefit from more guidance on further points for development in association with the marking of work. Effort and achievement are celebrated.
- The assessment of pupils work in Religious Education is outstanding.
- The school has outstanding assessment strategies which provide accurate and detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement.

### **The extent to which the Religious Education Curriculum promotes pupils' learning**

- The extent to which the Religious Education Curriculum promotes pupils' learning is outstanding.
- The curriculum is outstanding in meeting pupils' needs.
- The school, using the *Come and See* programme recommended by the Archdiocese, meets the requirements of the Curriculum Directory for Religious Education.

Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- Enrichment activities such as before and after school clubs and the residential in PGL have a positive impact on the curriculum.
- The Religious Education curriculum provides outstanding opportunities for pupils' spiritual and moral development and vocation.
- The curriculum is customised to meet the needs of groups and individuals.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. They have had speakers from other religions into school to talk to the children and are planning visits to places of worship.

### **The quality of Collective Worship provided by the school.**

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils. Opportunities are provided to enable full, active and conscious participation of the whole school community.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- The school has provided opportunities for staff to develop the skills in planning, leading and evaluating Collective Worship.
- The teachers are providing the necessary resources and opportunities to help children to develop the skills necessary to plan, lead and participate in Collective Worship and to evaluate it effectively.
- Opportunities are provided for parents, carers and the local and wider faith communities to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

### **How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting, monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community, including the children, were involved in the development and review of the Mission Statement. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school can evaluate its effectiveness.
- Leaders, governors and managers are outstanding in the way they use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- Outstanding opportunities are provided for the staff and pupils to play an active part in Catholic life and Mission of the school: They know, own and live out their Mission

Statement especially in their care and concern for each other and for the pupils. They plan and deliver Collective Worship.

- The Self Evaluation Document provides evidence of the schools monitoring, searching analysis and self challenge.
- Their analysis provides a basis to celebrate the school's strengths and outlining areas for development. The quality and accuracy of the SED is outstanding and impacts well on the Catholic life of the school.
- The school provides very good induction and in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it: they have regular in house inservice and are encouraged to avail of other inservice opportunities.
- The quality of Collective Worship is a priority for the school. It is effectively monitored and evaluated by the leadership team. An excellent up to date policy is in place.
- A range of opportunities for spiritual and moral developments are provided for staff and pupils. They make use of the Come and See for yourself section of the programme. They pray regularly before meetings. They have spirituality days together. A day has been planned with the Animate Team in Lowe House later in the year.
- Leadership at all levels respects difference, values diversity and ensures equal opportunities for all.
- There are very positive relationships at every level within the school.
- Parents are consulted regularly and are involved in a variety of ways in the life of the school. They receive regular interesting Religious Education newsletters which encourage involvement in the Religious Education of their children.
- Governors are outstanding in fulfilling their responsibilities. They have effectively helped to shape the direction of the school through the use of a variety of skills..

**How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.**

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- Monitoring data is used effectively to evaluate the schools performance and plan for future improvements.
- There is a robust programme for the monitoring and evaluation cycle.
- Teaching and learning is monitored regularly and appropriate feedback and support given as necessary. Good practice is shared and celebrated.
- Continuing professional development opportunities are provided for all.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance.
- The new subject leader is outstanding in guiding Religious Education. She shows great commitment and introduces new initiatives when appropriate. Outstanding documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- The Self Evaluation Document is very rigorous in identifying targets, timescales and lines of accountability
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Achievement and effort are celebrated.

## **What the school needs to do to improve further?**

- Extend the marking process, outlined in the SED form to include points for further development to which pupils can respond. Where the lesson objective is displayed on a piece of work staff could also indicate if it had been achieved, partly achieved or not at all;
- Develop the links outlined in the SED with schools in different catchment areas and schools of other faiths or religions;
- Implement the planned visits to other places of worship.

# INSPECTION JUDGEMENTS

## **OVERALL EFFECTIVENESS**

How effective the school is in providing Catholic Education	1
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## **OUTCOMES FOR PUPILS**

<b>How good outcomes are for individuals and groups of pupils</b>	
The extent to which pupils contribute to and benefit from the Catholic Life of the school	1
How well pupils achieve and enjoy their learning in Religious Education	1
How well pupils respond to and participate in the school's Collective Worship	1

## **PROVISION**

<b>How effective the provision is for Catholic Education</b>	
The quality of teaching and how purposeful learning is in Religious Education	2
The extent to which the Religious Education curriculum promotes pupils' learning	1
The quality of Collective Worship provided by the school	1

## **LEADERS AND MANAGERS**

<b>How effective leaders, governors and managers are in developing the Catholic Life of the School</b>	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	1

<b>Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate</b>
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